

Arts and Learning Program Guidelines

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Similar guidelines and applications are available for all other MCACA programs from our website, as well as our general guidelines. If you require additional information, please contact MCACA staff.

Other MCACA Programs:

Local Art Agencies and Services
Anchor Organizations
Capital Improvements Projects
Arts Projects
Partnerships
Regional Regranting

MCACA

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Getting Started . . .

The State of Michigan Council for Arts and Cultural Affairs (MCACA), an agency of the Michigan Department of History, Arts & Libraries (DHAL), serves to encourage, develop and facilitate an enriched environment of artistic, creative, cultural activity in Michigan.

The 2006-2010 MCACA Strategic Plan establishes short- and long-term goals for the Council's administration, its granting programs and its customer service. MCACA uses these goals to help remain focused on how to further our mission and fulfill our vision. We fully expect that the projects supported through our granting programs will meet one or more of these goals as well. The goals of MCACA are to:

- Support arts and culture as a catalyst for community revitalization and economic development.
- Encourage new, creative and innovative works of art.
- Strengthen arts and culture by:
 - Establishing and facilitating communications networks
 - Increasing visibility and awareness of arts and culture
 - Supporting arts education
 - Recognizing, reflecting and celebrating cultural pluralism and broadening cultural understanding
- Expand and develop funding resources for the Council and its clients

In addition, the Council is firmly committed to and wishes to support projects and programs that:

- Enhance the state's quality of life
- Demonstrate the importance of arts and culture in daily living
- Provide broad public access to arts and cultural activities
- Support those who create, present or produce quality arts and cultural projects
- Facilitate delivery of arts and cultural resources statewide

This booklet contains requisite information and forms to help qualified organizations apply for funding in the Arts and Learning Program. Applications are due May 1, 2008, for arts and cultural activities that will take place between October 1, 2008, and September 30, 2009.

An application fee of 3% of the requested amount, or \$300 (whichever is less) must accompany the application.

The Arts and Learning Program supports quality arts education activities, conducted by artists of high quality and ability, in schools or communities, as well as in arts education partnerships between schools and community-based organizations. Funded activities may involve collaborations among artists, educators (arts and other disciplines), community arts resources, arts organizations with strong educational programming, arts organizations interested in developing strong educational programming, local businesses, parents, students and the general public. In this way, the Council

increases arts instruction and harnesses community resources in a single effort to make arts and culture basic to education. We encourage you to contact MCACA staff with any questions as to which program best fits your project and any other questions.

NOTE: It is important that you read the MCACA publication “General Guidelines” for more detailed information on the application process and grant cycle, grantee requirements, general eligibility information, MCACA contacts and other program information.

Program Eligibility

Applicants must be incorporated in the State of Michigan. They must also ensure that no part of net earnings benefit a private individual. Donations to the organizations must be allowable as a charitable contribution under section 170c of the Internal Revenue Code of 1954 as amended. (Organizations having status under Section 501(c)(3) of the Internal Revenue Code and local Units of Government meet this criteria.)

Any applicant that has unmet obligations on current grant contracts, such as overdue or incomplete reports or other significant problems, is not eligible to apply for future funding. If any applicant fails to meet MCACA requirements on a current contract, their pending application will be removed from the review process. If any applicant fails to meet MCACA requirements on a current grant, following Council approval on a FY 2009 application, the newly approved grant will be rescinded. Auxiliary support organizations (i.e. friends of xyz), may not apply in this grant program. State of Michigan agencies, divisions or departments are not eligible to apply for funding from MCACA.

Additional Arts and Learning Eligibility

Michigan nonprofit, federally tax exempt organizations, including public or non-public schools, school districts, intermediate school districts, licensed daycare providers, universities, arts organizations, arts education providers, cities, counties, villages, townships, service organizations, and arts agencies, are eligible to apply in the funding categories within this program. Check specific eligibility guidelines in each funding category.

NOTE: The word “organization” in these guidelines refers to all potential applicants, including schools and school districts.

Waiver Requests

Organizations that seek a waiver of any portion of the program guidelines must do so in writing by April 16, 2008. Waivers are a highly unusual occurrence and should be fully discussed with MCACA staff. Request for waivers will be reviewed and acted upon by the Council's Executive and Budget Committee. This action may not be completed prior to the application deadline. Applications submitted pending action by the Executive and Budget Committee on a waiver request will be processed pending action. If the waiver is not approved, application review will be terminated.

Accessibility

MCACA strives to make the arts accessible to all people and this is a priority of its funding programs. Funded organizations agree to make every attempt to ensure that programs are accessible to persons with disabilities. According to state and federal law, every publicly funded organization must place itself in the position of being able to provide accommodations when persons with disabilities make requests for services. Accessibility involves the location, various communication/promotional tools and the content of the program. Thinking about accessibility issues early in the planning process of the project is key to ensuring that persons with disabilities will be able to participate in the program.

Underserved Communities

It is the Council's long-term goal to make quality arts and cultural programs and services available to all 83 counties in the State of Michigan. An underserved community is defined as one in which people lack access to arts programs, services or resources due to geography, economic conditions, cultural background, sociopolitical circumstances, disability, age or other demonstrable factors. The term "community" can refer to a group of people with common heritage or characteristics, whether or not living in the same place.

"Underserved areas" are identified and defined by the Council as the counties of Alcona, Alger, Allegan, Antrim, Arenac, Baraga, Barry, Bay, Benzie, Branch, Cass, Clare, Crawford, Eaton, Gladwin, Gratiot, Hillsdale, Ionia, Iosco, Iron, Kalkaska, Keweenaw, Lake, Lapeer, Livingston, Luce, Mackinaw, Manistee, Mason, Mecosta, Menominee, Missaukee, Montcalm, Montmorency, Monroe, Oceana, Ogemaw, Osceola, Otsego, Presque Isle, Roscommon, Schoolcraft, Shiawassee, Van Buren and Wexford.

Underserved Designation-- NEW for FY2009!

There will be two categories offered in the Arts and Learning Program beginning in FY2009 (see "Funding Categories on page 9). On page 1 of the application form, there is a box below these categories to check if applicants consider their project "Underserved" according to one or more of the definitions above. This is **not** a funding category; it will be used to indicate whether National Endowment for the Arts' underserved funding can go toward the project as part of your award. If you think your project qualifies, send as attachment 12 a one-page narrative making the case and providing evidence. Please note that **arguing underserved status will not increase your award** or be considered in scoring by panelists. See page 28 for details on the Underserved Designation attachment.

Applicants in all counties are eligible for Underserved Designation in the Arts and Learning Program.

Matching Funds

Applicants in this program may request from \$5,000 to \$15,000.

All Council programs require that the applicant supply a level of "matching funds," or funds available to them through other sources. Applicants must make a 2:1 match. Your cash match must be at

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least 50% of your request; the remainder of the matching requirements may be cash, in-kind contributions or a combination of the two. The grant request may not exceed 1/3 of a project's total cost. State funds may not be used as matching funds. Applicants may not use the same matching funds for more than one project.

The Arts and Learning Program supports quality arts education activities, conducted by artists of high quality and ability, in schools or communities, as well as in arts education partnerships between schools and community-based organizations. It is the Council's expectation that projects funded will:

- Develop activities that serve to make the arts basic to education in schools and the community.
- Promote the value of direct participation in the creative process.
- Contribute to the financial and artistic growth of Michigan artists.
- Encourage collaborations between organizations which serve to improve artistic quality, increase efficiency and/or maximize limited resources for the purposes of furthering the education of their constituents.
- Balance and strengthen high quality arts instruction in schools and communities with the assistance of artists and arts organizations.
- Expand opportunities for lifelong arts learning, creative exploration and aesthetic growth.
- Improve creative and critical awareness and understanding.
- Build new and stronger alliances among the arts, business and education.

Program Outline

Funded activities may involve collaborations among artists, educators (arts and other disciplines), community arts resources, arts organizations with strong educational programming, arts organizations interested in developing strong educational programming, local businesses, parents, students and the general public.

This program supports projects that integrate the arts into education activities that take place outside of the general school curriculum. When Arts and Learning activity takes place in the K-12 school environment, it cannot be credit bearing and may not constitute ongoing instruction normally provided by certified educators.

Proposals should include all of the following:

- Involvement of project participants in the creative process through experiential, hands-on educational activities conducted by artists.
- Enhancement of traditional academic experience through the study of the arts.
- Creation of an awareness of the impact of the arts, arts history and cultural heritage in daily life.
- Collaboration between artists and educators in planning and implementing programs on a pilot basis.
- Fostering the study of the arts by stimulating increased arts participation, knowledge and

appreciation.

- Providing direct financial support to high quality Michigan artists working in educational settings.
- Development and nurturing of artistic talent.

NOTE: Generally, proposals suggesting onetime activities (i.e. performances, assemblies, etc.) without significant preparation or follow-up activities will not be funded in this program.

Funding may be used for:

- Salaries, wages, honoraria artist fees
- Supplies, materials, catalogs, posters, packaging, distribution and other marketing expenses
- Internships, artist residencies, commissions
- Arts-related industry development
- Video and film development
- Lectures, symposia, panels, public discussions
- Planning, design, documentation, evaluation
- Costs related to preparation and research of original manuscripts and limited edition publications by nonprofit organizations or individuals holding copyright
- Recording costs
- Exhibits, readings, series, performances, classes, seminars, in-service activities, workshops

Funding may not be used for:

- School teacher salaries or fees paid to teachers for in-service participation, release time or administrative costs. However, schools are encouraged to use staff development activities and funds for in-service to meet matching requirements for the program.
- Costs associated with start-up of a new organization.*
- Costs incurred prior to grant starting date.*
- Fundraising events
- Projects that take place outside the state, foreign travel or out-of-state travel.
- Consultants who are members of applicant's board or staff.
- Payments to students.
- Projects that utilize funding from Council programs as matching funds or matching funds that are used for more than one grant.
- Projects for which more than one Council grant is requested.*
- Regranting and sub-grants by applicant to other organizations for programming.
- Purchase awards, cash prizes, scholarships, contributions or donations.*
- Operating costs not associated with the project.*
- Entertainment or reception functions.
- Capital improvements such as: new construction, renovation, restoration, or permanent equipment items.*
- Publication, records, films of a commercial nature.*
- Food or beverages for hospitality, entertainment or reception functions.

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- Existing deficits, licensing fees, fines, contingencies, penalties, interest, or litigation costs.*
- Internal programs at colleges and universities.
- College or university faculty exhibitions or performances.
- Commissioning of their faculty by colleges or universities.*
- Scholarly or academic research, tuition and activities, which generate academic credit or formal study toward an academic or professional degree.*
- Indirect costs (charges made by an organization to cover the management or handling of grant funds).*

* **Note:** These activities may not be included in the project budget.

Grantee Requirements

Grantees must confirm project/program implementation plans and, if requested, revise budget based upon the actual grant award.

Grantees must sign a grant agreement detailing terms for the use of Council funds.

Grantees who are local governmental units are subject to the requirements of the government-wide common rule, “Uniform Administrative requirements for Grants & Cooperative Agreements to State and Local Governments.” Nonprofit organizations, inclusive of colleges and universities, are subject to the requirements of OMB Circular A-110, “Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations.”

OMB Circular A-133, “Audit of States, Local Governments and Nonprofit Organizations,” includes specific guidance for conducting financial and compliance audits. The threshold for requiring an audit is \$500,000 in yearly expenditures of Federal awards. This amount is the aggregate of funds from all Federal sources.

Grantees are required to assure the Council that they intend to comply with Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990 (ADA); the Age Discrimination Act of 1975; and title IX of the Education Amendments 1972, where applicable. Title VI prohibits discrimination on the grounds of race, color or national origin; Section 504 prohibits discrimination on the basis of disability; ADA prohibits discrimination on the basis of disability; the Age Discrimination act prohibits discrimination on the basis of age; and Title IX prohibits discrimination on the basis of sex.

Applicants are required to demonstrate compliance by implementing requirements outlined in Michigan Executive Order 79-4 “Equal Opportunity Standards in State and Federal Contracts.”

Grantees must assure the Council that professional performers and/or related or supporting personnel employed in projects funded by the Council shall not receive less than the prevailing minimum compensation as determined by the Secretary of Labor. Labor standards set out in Part 505.

(29CFR) “Labor Standards on Projects or Productions Assisted by Grants from the National Endowment for the Arts.” In addition, grantees must assure the Council that no part of projects funded by the Council will be performed or engaged in under working conditions which are unsanitary or hazardous or dangerous to the health and safety of employees engaged in such projects.

Grantees should use cost accounting principles which comply with requirements as set forth in Federal OMB Circular A-122, “Cost Principles for Nonprofit Organizations,” A-87 for Local governments, or A-21 for Educational Institutions.

Consistent with Public Law 101-512, when purchasing equipment and products under a Council grant, grantees are encouraged to purchase American-made equipment and products.

Grantees are required to execute projects and/or productions in accordance with the requirements of National Endowment for the Arts regulations implementing Executive Order 12549, “Debarment and Suspension,” certifying that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department of agency.

Grantees are prohibited from conducting general political lobbying, as defined in relevant statutes, regulations and OMB circular within a Council funded project.

Travel outside the United States, its territories, Mexico and Canada not identified in the grant application must be specifically approved in writing by the Council before travel is undertaken. Such travel, if approved, must comply with applicable state and federal regulations.

According to section 11 of your Grant Agreement, Council support must be credited and included in all publicity, media materials and during each broadcast promotion of the activity. When NEA funds are included in the award, the support credit should read: “This activity is supported by the Michigan Council for Arts and Cultural Affairs and the National Endowment for the Arts.” Section 3 of the Grant Agreement will indicate if NEA funds are included as part of your award.

Materials submitted with applications will not be returned. Some submitted materials may be used by MCACA as promotional tools.

Grantees must submit, in a Council supplied format, a final report. The final report must include a written financial statement, budget itemization program assessment and publicity materials from the activity (i.e. publication materials, photographs and news stories). Selected grantees may also be required to submit an interim report.

According to Public Act No. 117 of 2007, Section 405 states that each grant recipient shall provide MCACA with the following:

(a) Proof of the entire amount of the matching funds, services, materials, or equipment by the end of

the grant agreement period.

(b) Within 30 days following the end of the grant agreement period, a final report that includes the following:

- (i) Project revenues and expenditures including grant matching fund amounts.
- (ii) Number of patrons attracted or benefiting during the grant period.
- (iii) A narrative summary of each project and its outcome, including all of the following:
 - (A) How the project supported achieving the department's intended goals and outcomes for each program.
 - (B) How the program met the quantifiable measures of success in meeting the goals and outcomes.

(c) By April 7 of the grant year, each recipient of a grant greater than \$100,000.00 shall submit an interim report that includes the items identified in subdivision (b).

Grantees are required to keep on file and make available upon request the following support documentation: A list of dates and amounts of all grant payments received; documentation of all expenditures made using grant funds and matching funds, including copies of paid invoices, receipts, timesheets, payroll records, and tax withholding reports. Documentation of in-kind donations should include volunteer work schedules, copies of receipts given to donors for in-kind donations, an explanation of how the value of each donation was determined, or other supporting documentation.

Funding Categories--NEW!

Each Arts and Learning project should be developed for consideration in one of two funding categories:

1. Art Education Partnerships

Effective and sustainable arts learning projects and programs are achieved through strong collaborations or partnerships. In this category, priority is given to collaborative efforts that emphasize skill acquisition, direct participation, improved access to quality arts experiences and fostering commitment to and knowledge of arts learning.

Partnerships can be between two or more of the following: professional arts and/or cultural producers or presenters; teaching artists; community groups, professional development educators; and pre-k through 12 and university/college learning institutions. Only one partner with 501 (c)(3) status can apply, although all named partners should be clearly committed to and active in the project. The details of the partnership structure should be clearly spelled out in the narrative.

Activities should have a distinct arts and culture educational focus. Examples include workshops; residencies; professional development; and inclusive and participatory art projects, exhibits and performances that are primarily learning opportunities. Mere performance or presentation of arts programming is ineligible.

Evidence of collaboration should include joint planning of activities, cooperative preparation of target audience, hands-on instruction by high quality artists or qualified educators and collaborative evaluation and assessment of the program. Projects for all ages are eligible.

2. Community Art Education

This category supports non-school-based arts and culture projects operated by community art schools, local art agency classes, and organizations whose main mission is arts and culture education. Teachers and staff should be highly qualified and projects should demonstrate excellence and innovation in programming. Activities should be hands-on and participatory; mere performance or presentation of arts programming is ineligible.

In this category, priority is given to projects that involve the community in planning and outreach and offer a strong rationale for the impact of the proposed activity and expected outcomes. Examples include a series of after school art classes at a local art agency or community school, a series of children's theater productions or a youth music camp. Projects for all ages are eligible.

Review Criteria

Applications to the Arts and Learning Program will be reviewed according to the following criteria. The four criteria total to a maximum score of 100 points. A score of at least 80 points must be earned in order for the application to receive a funding recommendation. It is not necessary to answer each individual question posed within the four categories. However, your proposal must address each of the four areas. In this respect, the review criteria may also serve as an outline for your grant proposal.

Artistic Merit—45 points

- Has the artist(s) achieved high artistic standards in work?
- Is there evidence of artistic repertoire, critical reviews and awards (when appropriate); and is there documentation and other materials submitted with the application?
- Is there evidence of ability or potential to work in educational settings?
- Does the artist(s) show continued commitment to their art form?
- Is there evidence that the skills and experience of the artist are relevant to the concerns and parameters of the Arts and Learning funding category in which the application is being made?

Planning and Evaluation--20 points

- Are there clearly stated and achievable goals for the project?
- Are objectives clearly stated and measurable, and do they relate to the stated need for the project?
- Is there a stated rationale for the project that relates to and addresses the concerns of one of the two funding categories?
- Does the project have satisfactory space for hands-on and other educational activities?
- Is there suitable involvement of the artist and other technical resources used in the planning

process?

- Is the planning process inclusive of an active collaboration between the applicant and other key citizens and organizations in the community?
- To what extent have minorities and/or people with disabilities been involved in the planning process?
- Are expected outcomes of the project delineated?
- Are evaluation techniques appropriate to measure accomplishment of the identified goal(s) and objectives?

Implementation--25 points

- Are there clearly stated parameters of activity(ies) including when, where, how and for how long the activity(ies) will take place?
- Is there capable management of the project with relevant expertise and experience and involvement of minorities and persons with disabilities in implementing the activities?
- Is there a clearly identified project audience?
- Is there evidence of collaboration between the applicant and other organizations in the community?
- Are there program promotion methods which are appropriate for the activity and for the intended audience?
- Is the time table or schedule of activities feasible?
- Is there proper scheduling of artist(s) and efficient use of artist skills?
- Will activities conducted by artist(s) contribute to making the arts and their study basic to education in the school or the community?
- Is there evidence in the narrative or support materials, of a track record that demonstrates an ability to carry out activities of high artistic quality?

Budget and Financial Integrity--10 points

- Is the budget adequate?
- Are the salaries or fees for artistic staff appropriate?
- Is there satisfactory explanations of budget items in the itemization?
- Is the budget appropriate to the funding category?
- To what extent does the project provide significant direct and indirect financial support to qualified artists?
- Is there a diversity of sources for matching funds, both cash and in-kind?
- Are there revenue sources that reflect collaboration with, and promotion in, the community?

Application Form Instructions

Helpful Hints

- Before preparing your application, read the guidelines. The guidelines provide important information about types of projects the Council will fund and the criteria by which your application will be reviewed. Be sure that your application addresses these issues.
- Separate applications must be completed for each grant request.
- The grant application may be duplicated.
- Applications must be typed.
- Take the time to develop a strong proposal. As necessary, seek MCACA staff assistance prior to the application deadline. Remember, good planning makes successful projects.
- The application Narrative should be easily understood by readers who may not be familiar with your organization. Remember, not everyone knows your past accomplishments, your target audience and participants, or your service area. Also, clearly explain the roles, duties, responsibilities and contributions of all project partners and collaborators.
- Clearly explain the public benefit of your project.
- Your documentation should support your application. Remember to use current letters of support and samples of work. Remember, if you have a website include appropriate references, especially in regards to samples of work, annual reports, strategic plans etc., as they relate to your application.
- You should consider your budget another opportunity to state your case for funding. Use your budget to support your project Narrative. Make sure that the numbers in the budget match the numbers in your Narrative.
- Provide detailed explanations for all budget items, cash and in-kind. Double check the accuracy of all mathematical calculations.
- Remember, prior MCACA funding does not ensure continued support.
- Check for typos.
- Before mailing, make certain your application package is complete. You **will not** be notified of application deficiencies. No additional information may be submitted after the May 1st deadline.

Section 1: Project Summary

Provide a clear and concise project summary. Include a project synopsis with timeline, number and types of activities for which MCACA funding is requested. Limit your response to the space provided. If the project is funded, this summary will be the basis for your grant contract language.

Section 2: Applicant Information

Enter the legal name, other commonly used names, official mailing address, telephone number and office hours of the organization. Use exact spellings. Do not use abbreviations unless part of the official name. Correspondence will be sent to this address, including notification of receipt of your application.

Authorized Official

Enter the name and title of the person who is authorized to sign official papers. This person cannot be the same as the project director.

Board Chairperson

Enter the name, title and address of the individual who bears ultimate authority and responsibility on behalf of the applicant organization.

Category--NEW!

See "funding Categories," pages 9-10

Underserved Designation

See page 4 and attachment instructions on page 28

Section 2 County Code and Section 3 Project County Code(s)

Section 2 --- Enter the name and 2-digit code for the county in which the applicant organization's main office is located.

Section 3 --- Enter the two digit code(s) for the county in which the project takes place. The applicant organization's location and the project location may differ. Enter all county codes that apply.

01 Alcona	36 Iron	71 Presque Isle
02 Alger	37 Isabella	72 Roscommon
03 Allegan	38 Jackson	73 Saginaw
04 Alpena	39 Kalamazoo	74 Sanilac
05 Antrim	40 Kalkaska	75 Schoolcraft
06 Arenac	41 Kent	76 Shiawassee
07 Baraga	42 Keweenaw	77 St Clair
08 Barry	43 Lake	78 St Joseph
09 Bay	44 Lapeer	79 Tuscola
10 Benzie	45 Leelanau	80 Van Buren
11 Berrien	46 Lenawee	81 Washtenaw
12 Branch	47 Livingston	82 Wayne
13 Calhoun	48 Luce	83 Wexford
14 Cass	49 Mackinac	99 Statewide (use for project activity only)
15 Charlevoix	50 Macomb	
16 Cheboygan	51 Manistee	
17 Chippewa	52 Marquette	
18 Clare	53 Mason	
19 Clinton	54 Mecosta	
20 Crawford	55 Menominee	
21 Delta	56 Midland	
22 Dickinson	57 Missaukee	
23 Eaton	58 Monroe	
24 Emmet	59 Montcalm	
25 Genesee	60 Montmorency	
26 Gladwin	61 Muskegon	
27 Gogebic	62 Newaygo	
28 Grand Traverse	63 Oakland	
29 Gratiot	64 Oceana	
30 Hillsdale	65 Ogemaw	
31 Houghton	66 Ontonagon	
32 Huron	67 Osceola	
33 Ingham	68 Oscoda	
34 Ionia	69 Otsego	
35 Iosco	70 Ottawa	

Federal Identification Number

Enter the applicant organization's nine-digit Federal Identification Number. This number (also known as Federal Employer Identification) is recorded on 990 Tax Returns and on W-2 forms.

Status Code--Describes Legal Status

Enter the 2-digit code that indicates the applicant organization's legal status. If it is a nonprofit organization, add the letter that describes it.

- 02 **Organization-Nonprofit**, no part of the income or assets inure to the benefit of any director, officer, or employee except as salary or reasonable compensation for services and travel expenses.
- A **An unincorporated association formed for nonprofit purpose:** a church committee, a group operating under an "assumed name," a new group of community volunteers, etc.
- B **A nonprofit or not-for-profit corporation:** some community arts councils, an advocacy organization, a group formed for a specific, usually temporary purpose (community festival, a private foundation (501(c)4), etc.
- C **A resident tax exempt (501(c)3) organization:** a private school, an arts organization, a private university, a charitable trust, a fundraising/granting organization, a public foundation, a "United Fund," a community service organization, a church, an alumni association, etc.
- D **A tax exempt organization other than (501(c)3) or one which is a segment of a larger tax-exempt organization:** a state chapter of a national tax-exempt organization, a local branch of a statewide service organization, a congregation of a (national) religious denomination, a (national) fraternal service organization, a labor union or "local," etc.
- 03 **Organization-Profit**, income or assets do inure to the benefit of directors, officers, employees, or stockholders.
- 04 **Government-Federal**, to be used when the mail recipient is a unit of federal government.
- 05 **Government-State**, to be used when the mail recipient is a unit of state government.
- 06 **Government-Regional**, to be used when the mail recipient is a unit of a sub-state regional government.
- 07 **Government-County**, to be used when the mail recipient is a unit of a county government.
- 08 **Government - Municipal**, to be used when the mail recipient is a unit of a municipal government.
- 09 **Government-Tribal**, to be used when the mail recipients are governing authorities of tribes, bands, reservations, or sovereign nations of American Indians/Alaska Natives.
- 99 **None of the above**, to designate an entry which cannot be coded.

Institution Code--enter a code to identify the applicant organization.

- 03 Performing group of artists who perform works of art (an orchestra, theater, dance group)
- 04 Performing Group - College/University, a group of college or university students who perform works of art.

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- 05 Performing Group Community - a group of persons who perform works of art avocationally and that may be, but is not necessarily, professionally directed.
- 06 Performing Group for Youth - a group which may, but not necessarily, include children who perform works of art for young audiences.
- 07 Performance Facility - a building or space used for presenting concerts, drama, presentations, etc.
- 08 Museum of Art - an organization essentially educational, or aesthetic in purpose, with professional staff that owns or utilizes works of art, cares for and exhibits them to the public on some regular schedule.
- 09 Museum /Other - an organization essentially educational or aesthetic in purpose, with professional staff, that owns or utilizes tangible objects, cares for them and exhibits them to the public on a regular schedule. (e.g., organizations such as historical, agricultural, scientific, industrial and anthropological museums, zoos, aquariums and arboretums.)
- 10 Gallery/Exhibition Space-an organization or space that primarily exhibits works of art from collections other than its own and may be involved in selling those works.
- 11 Cinema - a motion picture theater organization that regularly shows films.
- 12 Independent Press - a non-commercial publisher or printing press that issues small editions of literary and other works.
- 13 Literary Magazine - a non-commercial, numbered, serial publication devoted to contemporary poetry, fiction, drama, or literary criticism.
- 14 Fair/ Festival - a seasonal program of arts events.
- 15 Arts Center - a multipurpose facility for arts programming of various types.
- 16 Arts Council/Agency - an organization whose primary purpose is to stimulate and promote the arts and increase access for the public through services, programs and/or funding within a specific geographic area (e.g., county, state, local).
- 17 Arts Service Organization - an organization that does not, as its central function, produce or present the arts, but provides services that assist or promote artists and/or arts organizations (e.g., statewide assemblies, NASAA, Opera American Arts Education Alliances, etc.). Not to include presenters or producers of the arts or regional arts organizations.
- 18 Union/Professional Association - includes artists coalitions, professional associations (such as the American Association of University Professors), and all artists' clubs, guilds, and societies.
- 19 School District - a geographic unit within a state comprised of member schools within that area as defined by the state government.
- 20 School Parent/Teacher Association - an organization composed of school parents who work with local school teachers and administrators.
- 21 School, Elementary - also called a grammar school.
- 22 School, Middle - also called a junior high school.
- 23 School, Secondary - also called a senior high school.
- 24 School, Vocational/Technical trade school - School for secretarial, business, computer training, etc.

- 25 School, Other - such as one offering lessons and courses in karate, ballet, scuba diving, flower arranging, cooking, guitar, etc.
- 26 College/University - include state-supported colleges and universities, privately-supported colleges and universities, junior colleges and community colleges.
- 27 Library
- 28 Historical Society/Commission - a historical “society” is an organization dedicated to the study and preservation of the history of a town or region, usually owning a collection of documents and/or artifacts and frequently based in a historic building; a historical “commission” is an arm of local government, usually volunteer, charged with the survey of historic buildings in a town or region.
- 29 Humanities Council/Agency - an organization whose primary purpose is to stimulate and promote the humanities through services, programs, and/or funding, within a specific geographic area. (e.g., county, state, local.)
- 30 Foundation - an endowed organization that dispenses funds for designated philanthropic purposes. Includes charitable trusts and corporate foundations.
- 31 Corporation/Business - a legal entity engaged in business or authorized to act with the same rights and liabilities as a person.
- 32 Community Service Organization - a non-arts organization designed to improve the lives of its membership and larger community through volunteerism and other services. Examples include youth centers, chambers of commerce, YMCAs. Elks, Clubs, the Salvation Army, Junior League, etc.
- 33 Correctional Institution - a prison, penitentiary, reformatory, etc.
- 34 Health Care Facility - hospital, nursing home, clinic, etc.
- 35 Religious Organization - church, synagogue, etc.
- 36 Seniors’ Center - a facility or organization offering programs, care or services for people 65 and over.
- 37 Parks and Recreation - usually a municipal agency which provides a wide variety of services for the population. In addition to administration of park facilities, services may include planned activities such as concerts, plays and participatory activities. (e.g. ceramics, macrame and other crafts.)
- 38 Government, Executive - the administrative branch of the government, federal, state, county, local or tribal. Includes grants to municipalities.
- 39 Government /Judicial - judges and courts of law.
- 40 Government /Legislative (House) - the representative body of government (commonly the House of Representatives) creating statutes/laws. Includes representatives and related other, such as legislative research personnel.
- 41 Government /Legislative (Senate) - the other legislative body of government (commonly the Senate) creating statutes/laws. Includes senators and related others, such as legislative research personnel.
- 42 Media Periodical - a periodical publication including magazines, journals, newsletters, etc. Does not include daily or weekly newspapers.

Application Form Instructions

- 43 Media - Daily Newspaper
- 44 Media - Weekly Newspaper
- 45 Media - Radio
- 46 Media - Television
- 47 Cultural Series Organization - an organization whose primary purpose is presentation of single arts events or cultural series such as Community Music Series, Metro Modern Dance Series, Washington Performing Arts Society, or film series.
- 48 School of the Arts - any school which has arts education as its primary educational mission. Includes magnet schools for the arts, community arts schools, conservatories, schools for artistically gifted, etc.
- 49 Arts Camp/Institute - a organization dedicated to camps, institutes or in-depth experiences for limited time duration (e.g., a children's summer music camp).
- 50 Social Service Organization - governmental or private agencies designed to provide services addressing specific social issues (e.g. public housing, drug abuse, welfare, violence, the environment, health issues, etc.).
- 51 Child Care Provider - an organization providing child care.
- 99 None of the above.

Legislators

Identify your U.S. Representative to Congress, state senator and state representative and their districts. This information may be obtained through your local library or county clerk's office, or at www.house.gov/writerep or www.legislature.mi.gov.

Section 2--Applicant Primary Discipline Code and Section 3--Projects Primary Discipline Code:

For Section 2: Enter the one code that describes primary area of work for the applicant organization.

For Section 3: Enter the one code that best describes the primary discipline of the project.

NOTE: If project activities are of a technical assistance or service nature, use the discipline which will benefit from the project. For example, accounting workshops for dance company managers should be coded 01 Dance. A training conference for performing arts presenter trustees should be coded 14 Multidisciplinary.

01-Dance (do not include mime; see "Theater" 04 for mime)
A-ballet
B-ethnic/jazz include folk-inspired, (see "Folk Arts" 12)
C-modern

02-Music
A-band, do not include jazz or popular
B-chamber, include only music for one musician to a part
C-choral
D-new, include experimental, electronic
E-ethnic, include folk-inspired; see "Folk Arts," 12
F-jazz
G-popular, include rock
H-solo/recital
I-orchestral, includes symphonic and chamber

03-Opera/Music Theater

A-opera
B-musical theater

04-Theater

A-theater-general, include classical, contemporary, experimental
B-mime
D-puppet
E-theater for young audiences

05-Visual Arts

A-experimental include conceptual, new media, new approaches
B-graphics, include printmaking and book arts; do not include graphic design: see "Design Arts" 06
D-painting, include watercolor
F-sculpture

06-Design Arts

A-architecture
B-fashion
C-graphic
D-industrial
E-interior
F-landscape architecture
G-urban/metropolitan

07-Crafts

A-clay	B-fiber
C-glass	D-leather
E-metal	F-paper
G-plastic	H-wood
I-mixed media	

08-Photography, include holography

09-Media Arts

A-film
B-audio include radio, sound installations
C-video
D-technology/experimental (include work created using computer or other digital or experimental media as the primary expressive vehicle)

10-Literature

A-fiction
B-nonfiction
C-playwriting
D-poetry

11-Interdisciplinary--pertaining to art forms/art works that integrate more than one arts discipline to form a single work (e.g. collaboration between/among the performing and/or visual arts), include performance arts.

12-Folk Life / Traditional Arts--pertaining to oral, customary, material, and performance traditions informally learned and transmitted in contexts characteristic of ethnic, religious, linguistic, occupational, and/or regional groups. For dance, music, crafts/visual arts and oral traditions that meet the above criteria, use the subcodes 12A-12D. For other folklife or traditional art forms not itemized below (such as specific occupational arts, vernacular architecture, folk/traditional theater or other performing art forms), use the main code of 12. Do not include folk-inspired forms. For example, interpretations of ethnic/folk dance or music by artists outside the particular ethnic/folk tradition should be coded 01B or 02E, respectively.

12A-Folk/Traditional Dance

12B-Folk/Traditional Music

12C-Folk/Traditional Crafts and Visual Arts

12D-Oral Traditions (include folk/traditional storytelling)

13-Humanities--pertaining but not limited to the following fields: history, philosophy, languages, literature, linguistics, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religions, and those aspects of the social sciences employing historical or philosophical approaches. This last category includes cultural anthropology, sociology, political theory, international relations, and other subjects concerned with questions of value and not with quantitative matters.

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14-Multidisciplinary--pertaining to grants that include activities in more than one of the above disciplines; use this code to describe only those grants in which the majority of activities cannot be attributed to one discipline. If the majority of supported activities are clearly within one discipline, that discipline should be used instead of multidisciplinary. Do not include interdisciplinary activities or events. See "Interdisciplinary", Code 11.

15-Non-arts/Non-humanities

Section 2---Grantee Race Code

Enter the ONE code below that best represents 50 percent or more based on code description for the applicant organization. Applicant organizations should code themselves based on the predominant group of which their staff or board or membership (not audience) is composed. Use the list below. Organizations should choose the one code that best represents 50 percent or more of their staff or board or membership.

- A 50% or more Asian
- B 50% or more Black / African American
- H 50% or more Hispanic / Latino
- N 50% or more American Indian / Alaska Native
- P 50% or more Native Hawaiian / Pacific Islander
- W 50% or more White
- 99 no single group listed above represents 50 percent or more.

Section 3--- Project Race/Ethnicity Code

Enter the ONE code below that best reflects the project activities: If the majority of the grant activities are intended to involve or act as a clear expression or representation of the cultural traditions of one particular group, or deliver services to a designated population listed below, chose that group's code from the list. If the activity is not designated to represent or reach any one particular group, choose code "99."

Section 3: Project Information

Project Director (contact person)

This is the person to whom questions concerning this application will be addressed. Include address, email and phone number(s). This person cannot be the same as the authorizing official.

Activity/Project Title

Start date/end date

Enter the dates of your project. These dates must be within the grant period of October 1, 2007 through September 30, 2008

Type of Activity Codes--General description of what you plan to do.

- 05 Concert/Performance/Reading-include production/development.

- 06 Exhibition - include visual arts, film, video, production development.
- 12 Arts Instruction - include lessons, classes, and other means used to teach knowledge of and/or skills in the arts.
- 17 Publication - books, manuals, newsletters.
- 20 School residency - artist activities in an educational setting wherein one or more core student groups receive repeated artist contact over time.
- 21 Other residency - artist activities in a non-school setting wherein one or more core student groups receive repeated artist contact over time.
- 22 Seminar/Conference.
- 23 Equipment Purchase/Lease/Rental.
- 24 Distribution of Arts - films, books and prints, including broadcasting.
- 25 Apprenticeship/Internship.
- 28 Writing About Art - include criticism.
- 30 Student Assessment - the measurement of student progress toward learning objectives. Not to be used for program evaluation.
- 31 Curriculum Development/Implementation--include the design, implementation and distribution of instructional materials, methods, evaluation, criteria, goals and objectives.
- 35 Website / Internet Development - include the creation or expansion of existing Websites (or sections of Websites) as well as the development of digital art collections, databases, discussion areas or other interactive technology services delivered via the Internet.
- 36 Broadcasting - include broadcasts via television, cable, radio, the Web or other digital networks.
- 99 None of the above.

Arts Education Code

An arts education project is defined as: An organized and systematic educational effort with the primary goal of increasing an identified learner's knowledge and/or skills in the arts with measurable outcomes.

Projects not fitting the definition of arts education stated above should be coded 99.

For those projects fitting the National Standard Arts Education definition, the use of sub-codes A through D, indicating specific learning audiences, are required. If a project serves multiple groups of learners or the general public, main numeric codes are acceptable:

- 01 50% or more of this projects activities are arts education directed to:
 - A. K-12 students
 - B. Higher education students
 - C. Pre-kindergarten children
 - D. Adult learners (including teachers and artists)

Project Descriptors

Select the descriptor(s) below that comprise a significant portion (50 percent or more) of the grant's resources /activities. Select and enter all that apply. If none apply, or if the descriptors below apply to a small or indeterminate portion of your activities, enter a "Z."

- A Accessibility** - grants or services related to ADA/504 compliance or other activities designed to increase access to the arts for persons with disabilities.
- I International** - programs or activities supporting any of the following: grantees visiting other countries, foreign artists visiting the USA, any cultural exchange program, linkages with artists or institutions in other countries, or establishing/administering international programs in your own agency.
- P Presenting/Touring** - grants or services resulting in the movement of artists and artworks for performances, readings, screenings, exhibits, etc., in different geographic areas. Use this code to indicate funds awarded for either the hosting/presentation of works originating outside of the grantee community or for the fees paid to artists or arts organizations that will, themselves, be touring in different areas.
- T Technology** - grants or services using technology for the creation or dissemination of artworks or the use of technology for organizational management purposes.
- Y Youth at Risk** - grants or services designed primarily to serve at-risk youth. Include arts-related intervention programs (for violence, drug/alcohol abuse and crime) as well as other creative programming specifically involving at-risk youth as primary project participants or beneficiaries.

Section 4 --- Summary Information

The information should represent your projections and estimates for the entire grant period.

Awardees will have an opportunity to amend the projections and estimates during the grant contracting process, and will be required to provide actual participant numbers in the final grant report.

Section 4a----Budget Summary

Complete Section 5, Projected Budget before completing the budget summary.

Section 4b----Project Participation Summary

Michigan Artists Participating

Number of Michigan artists involved in this project as providers of art, artistic or cultural services.

Amount Paid to Michigan Artists

Amount paid to Michigan artists involved in this project as providers of art or artistic or cultural services.

Artists Participating

Total number of artists involved in this project as providers of art, artistic or cultural services (this total number should include Michigan artists).

Amount Paid to Artists

Total amount to be paid to artists involved in this project as providers of art, artistic or cultural services (this total should include the amount paid to Michigan artists).

Individuals Benefitting

Count direct project participants, service providers and any staff, board members or other partners directly involved with the project. Do not use the total number of individuals served by all programs of the organization receiving the grant award. Figures should encompass only those individuals directly affected by or involved in the funded activity, and should include the totals from the Artists Participating and Youth Benefitting fields. Include actual audience numbers based on paid/free admissions or seats filled. Avoid inflated numbers, and do not double-count repeat attendees.

Youth Benefitting

Enter the total number of children and youth (including students, participants, and audience members) who will directly benefit from the project. This figure should reflect a portion of the total number reported in Individuals Benefitting.

New Hires and Employees

Enter the number of individuals who will be hired and employed by the applicant organization, during the grant period, to implement the project. Include full and part-time staff. Do not include contract workers.

Section 4c ----ADA Information

Please circle the appropriate response. Unless the question states otherwise, the information you provide on ADA compliance should be project specific.

Section 5: Projected Budget

Complete the budget, paying attention to the instructions on the application form as well as the budget definitions.

NOTE: A detailed itemization must be provided **as Attachment #2**. The budget itemization must follow the same format as the sample itemization in this booklet (pages 34-35) and include all sub-totals and totals.

Revenue

Include all earned and unearned revenue for this project. Provide an explanation of revenue sources in the detailed budget itemization. Copy in-kind expenses total from line 33 to line 18.

Note: If the applicant is NOT an arts or cultural organization and the project makes a profit, the surplus (up to the grant amount) must be returned to MCACA .

Expenses

Include all expenses for this project. List cash expenses under cash column. List the dollar value of

all donated programming space, goods and/or service hours under in-kind. All expenses must be fully explained in the budget itemization. Generally, Council funds cannot be used for capital expenses, therefore, revenue to cover these expense items should be clearly identified and completely explained in the revenue breakdown portion of your budget itemization. **On the Expense page of the budget form, please include the amount of the cash expenses that are to be MCACA monies, in the column headed "MCACA dollars."**

Add line 4 and line 13. Enter the total of these two lines on line 20, cash match.

After completing the project budget, Section 5, transfer information to Budget summary (section 4a).

Section 6: Economic Assessment

Complete this section following the instructions located at the top of the form.

Section 7: Assurances

Please review carefully. Provide the signature of the authorized official, or board designee. Include the meeting and signing dates.

Section 8: Attachments

The following attachments and the Attachment Checklist (found at the end of the application) must be submitted with your application.

Attachment #1, Proposal Narrative

The Project Narrative is vitally important to the Peer Panel Reviewers, as it tells the story of your project and includes details such as the who, what, when, where, why, and how much. The Narrative should be written so that it can be easily understood by someone not familiar with the applicant organization or geographic location.

Narrative Formatting

Narrative must be typed, single spaced, on 8½" x 11" sheets of white paper, one-sided only. Do not use smaller than 12-point type, and be sure to leave a minimum margin of 1" on both sides. Submit no more than six narrative sheets and label as Attachment #1 - Proposal Narrative. Collate and number each page in the upper right corner. Include the name of the organization and narrative question on each page. **Failure to adhere to formatting criteria may result in a loss of points.**

Compose the Narrative by addressing the review criteria on page 11. The numbered items 1-4 below provide details on the criteria. The information you provide will be reviewed according to this criteria.

1. Artistic Merit--45 points

Describe your organization's commitment to high artistic standards by describing the time procedures and resources, etc. which support these standards. Indicators of artistic quality include: programing, repertoire, critical reviews, awards numbers and types of rehearsals, jurying systems,

the artists, jurors, artistic directors, appropriate equipment, etc. Be sure to reference any documentation you have made available and/or a website where reviewers can get an indication of your organization's or your artist's merit.

Describe the quality of services and activities provided.

2. Planning and Evaluation--20 points

Describe your community. Include information that would serve to identify your community economically, geographically and culturally. Be sure to include in this section the rationale for selecting one of the two funding categories. Explain how the particular funding category you have chosen is relevant to the needs of your community, school or organization. Be sure to include documentation that supports the quality of services and activities provided.

Describe your planning process. Include the names of organizations, knowledgeable persons, artists and other personnel who participated in the planning process. Include a statement regarding the need for the project and how the need was determined.

Clearly identify the project's target audience (learners). Also indicate the involvement, on any level, of racial or ethnic minorities and disabled citizens in the planning and/or planned activities. If racial or ethnic minorities or disabled citizens are not involved, describe any efforts to encourage their participation.

Provide a concise goal(s) for your project. List the measurable objectives you wish to achieve. Be sure to relate the goal to the concerns of your chosen funding category.

Describe your vision of the artist's role in the learning process for your programming and how it relates to the funding category. Discuss the artist's experience and/or ability to work in an educational setting.

Identify the means and process(es) which you will use to evaluate your project. Include the methods used to establish standards for evaluation, methods for ongoing monitoring of progress and structure and methods used for evaluation at the end of the granting year.

3. Implementation--25 points

Describe how the project will be managed and who will be responsible for the various aspects of coordination. (Note: Include the resume or bio of the project director or contact person in your documentation.) Describe the various planned activities and provide a schedule of these activities. Include key events, dates, and sites. Activities may include, but are not limited to, workshops, individual and group projects, mentorships, field trips, teacher in-service, performances, individual consultations, etc.. Specify the duration of the activities, the projected size of the groups of learners, and the exact activity. Describe the facilities to be utilized and how they are appropriate to the learning activity. Be sure it is clear how the planned activities are relevant to the funding category.

Identify your expected outcomes from the planning and implementation of your learning activities. Explain how they relate to future plans for educational programming. Demonstrate how the proposed activities contribute to making the arts basic in the schools or your community.

Describe your experience or project participants' experience with similar projects.

4. Budget and financial Integrity--10 points

Describe how your community's support is reflected in your budget. Include information that would serve to identify your community economically. Describe promotional methods to be used in support of this project and how they will assist you in reaching your target participants.

Attachment #2, Budget Itemization

Each revenue and expense budget figure from Section 5, projected budget, must be itemized, including all payments to artists and in-kind. Indicate the source (for revenue amount) and use (for an expense amount) for each figure in the itemization. The itemization of all artists payments should identify artists or groups who will be paid by name, and the fee for each (the fee for a group of artists along with the type and number of artists to be paid may be substituted for the list of the artists' names). The itemization must be accurate and balance with the projected budget in section 5. **You must indicate if amounts listed on lines 1 through 14 are pending or confirmed by placing a "p" or "c" next to the dollar amount. Please note that in your itemization, MCACA is requiring exact line items showing where new funds will be spent as part of your cash expense.**

Attachment # 3, Organizational History (non-school applicants only)

In not more than one page, please provide a description of the applicant organization, including history and activities. Be sure to include the organization's mission statement.

Attachment # 4, Proof of Tax Exemption Status

Provide proof of tax exempt status. A 501 (c) (3) and other tax exempt organizations should submit a copy of their IRS tax determination letter. The following items will not be accepted as proof of tax exempt status: proof of Michigan nonprofit incorporation, articles of incorporation, bylaws, proof of sales tax exemption.

NOTE: Agencies of government, public schools, school districts, intermediate school districts, colleges and universities are exempt from this requirement.

Attachment # 5, List of Governing Board Members

Provide a roster of your governing board, including names, addresses, telephone numbers, professions or areas of expertise.

Attachment # 6, Project Director's Resume or Bio

Provide the resume or bio of the project director.

Attachment # 7, Letters of Support

Provide a minimum of three but no more than ten letters of support. Letters of support should be current, reinforce the worth of project activities and come from the community/constituents served. Provide letters of support from key members of the collaboration/partnership to indicate the degree of their involvement and their commitment to the project. Letters of support from elected officials do not necessarily indicate general community support.

Attachment # 8, Resume(s) or Bio(s) of Key Decision Makers

Provide the resumes or bios of the key project decision makers, jurors, panelists, etc.

Attachment # 9, Resume(s) or Bio(s) of Key Artist(s)

Provide the resumes or bios for each artist who has been identified in the project narrative.

Attachment #10, Documentation

Provide a concise but representative sample of materials (promotional materials, pamphlets, brochures, annual reports, programs, season brochure, catalogues, newsletters, samples of work etc.), to acquaint panelists with your organization and its programs. Each item should be labeled and numbered in the right, top corner. No oversized (larger than 9" x 12") items may be submitted. Support materials may not exceed the following:

1. Three copies of not more than five, one-page items (press release, critical review, etc.)
2. Three copies of not more than one, multi-page item (newsletter, annual report, etc.)
3. Submit three copies of samples of works in addition to other documentation. You should be aware that one copy of your documentation stays in MCACA offices, the other two copies are forwarded to the primary and secondary reviewers of your project and may not be viewed and/ or listened to by the entire review panel.

Submit Samples of Work using the following formats as applicable. Do not submit original work.

Audio

1. Submit standard CD or audio cassette tapes
2. Submit three (3) copies of one (1) audio recording
3. Label the audio recording with name of the applicant organization.

Printed Photography

Submit printed photographs as follows.

1. Submit three sets of up to ten, 8" x10" photos.
2. Label each photo with: number 1 to 10, the name of the applicant organization, the name of the artist, group, performer, etc., as applicable, title of the work, activity, site, etc., as applicable and top of the image
3. Package Photos in a clear plastic or acetate, 9" x12" loose-leaf sheet.

Video Recording

1. Submit three copies of one CD-Rom, DVD, or ½ VHS format video cassettes, recorded at standard play speed.
2. Label the Video Recording with the following information:
 - name of applicant organization
 - title of the project
 - title of work(s), name of activity, etc., as applicable
 - name of the work's creator, or subject, etc., as applicable

Attachment #12, Underserved Designation (optional)

Note: **Applying for this designation will not increase your award or affect the scoring of your application.** (see page 4.)

Organizations wishing to have their project considered as a candidate for Underserved Designation must:

1. Check the box on page one of the application form
2. Make your case and provide evidence of underserved status. An underserved community is defined as one in which people lack access to arts programs, services or resources due to geography, economic conditions, cultural background, sociopolitical circumstances, disability, age or other demonstrable factors. The term "community" can refer to a group of people with common heritage or characteristics, whether or not living in the same place.

Attachments/Checklist

The Attachments/Checklist must be completed and sent in with your application form.

Application Form Instructions / Mailing Instructions

Mailing Instructions

Applications are due by May 1, 2008, for projects beginning on or after October 1, 2008.

Applications must be postmarked by the **U.S. Post Office** or **dated by a commercial carrier** on or before the application deadline. Hand-delivered applications must be dated and documented received by Council staff on or before the application deadline. Late or significantly incomplete applications will not be accepted or reviewed. Metered mail will not be accepted as proof of meeting deadlines.

Applications will be evaluated by review panels as submitted.

Faxed applications are unacceptable.

The original and three copies (total of four) of completed application and required attachments must be collated and each placed in its own envelope. Each envelope should be labeled with the organization's name and identified according to the checklist (see Section 8, "Packaging" in the application form).

Three copies of documentation requested in specific program or category guidelines should be submitted in separate envelopes labeled with the organizations' name and identified according to the checklist.

The seven envelopes (four applications with attachments, and three documentation envelopes) are to be submitted in a single package.

It is the applicant's responsibility to ensure that application sets are collated and assembled properly. Individual envelopes will not be opened and will be forwarded to reviewers as submitted. Envelopes will not be checked by staff prior to distribution. Check individual program information for any special instructions.

The Council is not responsible for loss or damage of application materials. The Michigan Council for Arts and Cultural Affairs reserves the right to retain a copy of application materials for archival purposes and its permanent record.

All application materials are public records. Keep a complete copy of your application for your file.

Send application package to:

**Grant Application, ATTN. Arts and Learning
Michigan Council for Arts and Cultural Affairs
702 West Kalamazoo
P.O. Box 30706
Lansing, MI 48909-8206**

Budget Definitions

Activity

Refers to the specific project or range of operations funded by MCACA.

Admissions

Revenue derived from fees earned through sales of services (other than this grant award). Include sales of workshops, etc., to other community organization, government contracts for specific services, performances or residence fees, tuition, etc. Include foreign government support.

Applicant Cash

Funds from the applicant's resources allocated to this project.

Capital Expenditures-Acquisitions

Expenses for additions to a collection, such a works of art, artifacts, plants, animals or historic documents, the purchase of which is specifically identified with the activity.

Capital Expenditures - Other

Expenses for purchases of building or real estate, renovation or improvements involving structural change, payments for roads, driveways, or parking lots, permanent and generally immobile equipment such as grid systems or central air conditioning, etc., that are specifically identified with the activity.

Corporate Support

Cash support derived from contributions given for this activity (other than this grant award) by businesses, corporations and corporate foundations, or a proportionate share of such contributions allocated to this activity.

Employee-Administrative

Payments for employee salaries, wages and benefits specifically identified with the activity, for executive and supervisory administrative staff, program directors, managing directors, business managers, press agents, fund raisers, clerical staff such as secretaries, typists, bookkeepers, and support personnel such as maintenance and security staff, ushers and other front-of-the house and box office personnel.

Employees-Artistic

Payment for employee salaries, wages and benefits specifically identified with the activity, for artistic directors, conductors, directors, curators, dance masters, composers, choreographers, designers, video artists, film makers, painters, poets, authors, sculptors, graphic artists, actors, dancers, singers, musicians, teachers, instructors, puppeteers, etc.

Employees-Technical/Production

Payments for employee salaries, wages and benefits specifically identified with the activity, for

technical management and staff, such as technical directors, wardrobe, lighting and sound crew, stage managers, stage hands, video and film technicians, exhibit preparators and installers, etc.

Federal Support

Cash support derived from grants or appropriations given for this activity (other than this grant award) by agencies of the federal government, or a proportionate share of such grants or appropriation allocated to the activity.

Foundation Support

Cash support derived from grants given for this activity (other than this grant award) by private foundations, or a proportionate share of such grants allocated to this activity.

Government Support

Cash support derived from grants or appropriations given for this activity (other than this grant award) by agencies of the city, county, in-state regional and other local government agencies, or a proportionate share of such grants or appropriation allocated to the activity.

Grant Amount Awarded

Amount awarded in support of this activity.

In-Kind

In-kind items utilize the same definitions as cash categories to reflect the value of fees and services which are provided to the applicant by volunteers or outside parties at no cash cost to the applicant.

Marketing

All costs for marketing, publicity, and/or promotion specifically identified with the activity. Do not include payments to individuals or firms which belong under "personnel" or "outside fees and services." Include costs of newspapers, radio and television advertising, printing and mailing of brochures, flyers, and posters, and food, drink and space rental when directly connected to promotion, publicity or advertising. For fundraising expenses, see "Other Expenses."

Non-employee Artistic Fees and Services

Payments to firms or persons for the services of individuals who are not normally considered employees of the applicant, but consultants or the employees of other organizations, whose services are specifically identified with the activity. Include artistic directors, directors, conductors, curators, dance masters, composers, choreographers, designers, video artists, film makers, painters, poets, authors, sculptors, graphic artists, actors, dancers, singers, musicians, teachers, instructors, etc. serving in non-employee/non-staff capacities.

Non-employee, Other Fees and Services - Payments to firms or persons for non-artistic services of individuals who are not normally considered employees of the applicant, but consultants or

the employees of other organizations, whose services are specifically identified with the activity.

Other Expenses

All expenses not entered in other categories and specifically identified with the activity. Include fundraising expenses, scripts and scores, lumber and nails, electricity, telephone and telegraph, storage, postage, interest charges, photographic supplies, publication purchases, sets and props, food consumed on premises, equipment rental, insurance fees, non-structural renovations or improvements, trucking, shipping and hauling expenses not entered under "Travel."

Other Private Support

Cash support derived from cash donations given for this activity or a proportionate share of general donation allocated to this activity. Do not include corporate, foundation or government contributions and grants. Include gross proceeds from fundraising events.

Other Unearned

Revenue derived from sources other than those listed above. Include catalog, sales, advertising space in programs, gift shop income, concessions, parking, investment income, etc.

Space Rental

Payments specifically identified with the activity for rental of office, rehearsal, theater, hall, gallery and other such spaces.

State Support Not From Council

Cash support derived from grants or appropriations given for this activity (other than this grant award) by agencies of state government, or a proportionate share of such grants or appropriations allocated to the activity. *Some examples of other state funding include: Department of Education, MSHDA, DNR, MDOT etc.*

NOTE: MCACA Minigrants and Touring grants cannot be included in this activity.

Travel

All costs directly related to travel of an individual or individuals and specifically identifies with the activity. Include fares, hotel and other lodging expenses, food, taxis, gratuities, per diem payments, toll charges, mileage, allowances on personal vehicles, car rental costs, etc. For trucking, shipping, or hauling expenses, see "Other Expenses."

Sample Itemization

MCACA requires that you submit a full itemization of each figure in your budget. That itemization is to be submitted as ATTACHMENT #2. The following is a sample of such an itemization. Indicate if amounts listed on line 1 through 14 are pending or confirmed by placing a "p" or "c" next to the dollar amount.

			ATTACHMENT #2, Page 1 "Your" Arts Organization Inc.	
REVENUE			<u>SUB TOTALS</u>	<u>TOTALS</u>
(p = projected) (c = confirmed)				
Line 1 Admissions				
	Ticket sales			
	4 performances x 750 x \$5 per ticket	\$15,000 p	<u>\$15,000</u>	
Line 2 Contracted services				
	7 school workshops - 7 x \$150 ea	\$1,050 c		
	2 school performances - 2 x \$350 ea	<u>\$700 c</u>		
		\$1,750 c	<u>\$1,750</u>	
Line 3 Other / Memberships				
	400 x \$15 per membership	\$6,000		
	80 x \$25 per membership	<u>\$2,000</u>		
		\$8,000 c	<u>\$8,000</u>	
Line 5 Corporate Support				
	The Alexander Corporation	\$2,000 p		
	15 businesses @ \$250	\$3,750 p		
	4 businesses @ \$1,000	<u>\$4,000 p</u>		
		\$9,750 p	<u>\$9,750</u>	
Line 7 Other Private Support				
	Millionaire Raffle	\$7,000 p		
	Charities of Our Town	<u>\$3,000 p</u>		
		\$10,000 p	<u>\$10,000</u>	
Line 16 Council request			\$11,000	<u>\$11,000</u>
Line 17 Total Cash Revenue			\$55,500	<u>\$55,000</u> *\$55,500
			(*Note: This amount should equal the amount on line 32 of the budget form.)	
EXPENSES - IN-KIND				
Line 21 Administrative Employees:				
	Executive Director - 5% of salary	\$1,250	<u>\$1,250</u>	
Line 25 Other fees/services (non-employee)				
	7 school teachers - 7% of salary			
	7 x \$2,450 =	\$17,150	<u>\$17,150</u>	
Line 26 Space Rental				
	Allante Elementary Auditorium			
	2 performances - 2 x \$800 =	\$1,600	<u>\$1,600</u>	
Line 33 Total In-Kind Expenses			\$20,000	<u>\$20,000</u> *\$20,000
			(*Note: This amount should equal the amount on line 18 of the budget form.)	

EXPENSES - CASH	<u>MCACA</u>	<u>Cash Expenses</u>	<u>TOTALS</u>
Line 21 Administrative Employees			
Executive Director - 20% of salary	\$1,500	\$5,000	<u>\$ 5,000</u>
Line 22 Artistic Employees			
Grover Dance Company (5 dancers)			
4 performances -4 x \$5,550	\$,5000	\$22,200	
2 performances -2 x \$1,300	<u>\$1,300</u>	<u>\$2,600</u>	
		\$24,800	<u>\$24,800</u>
Line 24 Artistic Fees / Services			
Robert Perry (dancer)			
2 three-hour workshops - 2 x \$200	\$400	\$400	
John Dubin (dancer)			
1 lecture/demonstration - 1 x \$200	\$200	\$200	
Darla Heller (dancer)			
2 in-service 2 x \$200	\$400	\$400	
Carrey Cooper String Quartet (4 musicians)			
2 performances - 2 x \$800	\$500	\$1,600	
The Mozart Symphony			
4 performances - 4 x \$2,500	<u>\$1,700</u>	<u>\$10,000</u>	
		\$12,600	<u>\$12,600</u>
Line 26 Space rental			
Hicks theater			
4 performance - 4 x \$1,050		\$4,200	<u>\$ 4,200</u>
Line 28 Marketing			
Newspaper Ads			
4 x \$180		\$720	
5 x \$200		\$1,000	
2 x \$780		\$1,560	
Posters			
50 x \$13		<u>\$ 650</u>	
		\$3,930	<u>\$3,930</u>
Line 29 Other Expenses			
Ticket Agent		\$500	
School materials			
Dance Dream booklets - 245 x \$3		\$735	
Teacher guide booklets - 7 x \$5		\$35	
Royalties		\$2,450	
Millionaire raffle		\$1,000	
Corporate fundraising solicitation		<u>\$250</u>	
		\$4,970	<u>\$4,970</u>
Line 32 Total Cash Expenses		<u>\$55,500</u>	<u>*\$55,500</u>
(*Note: This number should equal the amount reported on line 17 of the budget form.)			

***NOTE:** The numbers used in the Itemization samples are presented solely as examples of budget itemization format. These numbers are not to be used as recommendations of the Council of proper pay scales/expenses etc.

Test Yourself

Take a look at the following questions. If you can answer each question “Yes,” you have prepared your application to be reviewed by the peer panel. If any of your answers are “No,” you may want to revisit your application.

1. Did you use an inclusive process to develop your project?
2. Does your application Narrative clearly respond to the program guidelines and review criteria?
3. Is the proposed project compatible with the mission and goals of your organization?
4. Does your community and others outside your organization support the project? Is their support evidenced in letters, agreements, matching funds, volunteer contributions, etc.?
5. Are all of your letters of support current and relevant to your project?
6. Have the grant program matching requirements been met?
7. Have you clearly explained what you plan to accomplish through your project? Why? How? When?
8. Are the project activities accessible to the general public? Persons with disabilities?
9. Is the facility where the project activities will take place accessible to persons with disabilities?
10. Do resumes and bios of key personnel reflect relevant experience and expertise?
11. Are your project budget projections realistic? Are personnel wages, supply and equipment costs, rental fees, marketing and promotional expenses etc. appropriate?
12. Generally, MCACA final grant awards are less than the amount requested. Have you considered how partial funding may impact the implementation of your project?
13. Is your cash flow sufficient to ensure that your project can begin while you wait for your Council funding to arrive?